

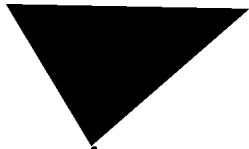


Beginning Reader

Tutor's Name _____

Student's Name _____

Name of Program _____

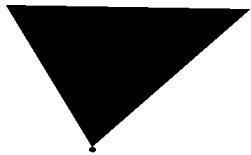


Book Handling / Concepts of Print

.....▶ The knowledge individuals have about the common characteristics of books.

- 1 = Never
 - 2 = Sometimes
 - 3 = Frequently
 - 4 = Consistently
-

	Date:	Date:	Date:
▶ Follows direction of print when text changes in format or is interrupted by illustrations.			
▶ Knows that people use writing for different purposes. <i>Examples:</i> lists, recipes, stories			
▶ Knows the difference between letters and words.			
▶ Knows the difference between a word and a sentence.			
TOTAL POINTS	_____	_____	_____



Reading Strategies and Behaviors

.....▶ The ways in which individuals make meaning out of print.

- 1 = Never
 - 2 = Sometimes
 - 3 = Frequently
 - 4 = Consistently
-

Date:	Date:	Date:
--------------	--------------	--------------

▶ Relies primarily on print to read.			
▶ Uses picture clues and content of the story to make appropriate predictions about words.			
▶ Uses knowledge of English syntax to know when something doesn't make sense or doesn't sound right.			
▶ Recognizes words that appear repeatedly in a text.			
▶ Recognizes common sight words.			
▶ Uses beginning letter sounds to predict words.			
▶ Uses ending letter sounds to predict words.			
▶ Uses digraphs to sound out words. <i>Examples: sh, ch, th, wh</i>			
▶ Uses consonant blends to sound out words. <i>Examples: cr, st, str</i>			

continued on next page

Reading Strategies and Behaviors (continued)

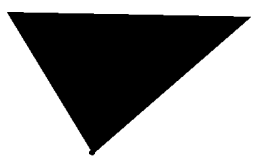
- 1 = Never
- 2 = Sometimes
- 3 = Frequently
- 4 = Consistently

Date:	Date:	Date:
--------------	--------------	--------------

- ▶ Uses knowledge of prefixes & suffixes to read words. *Examples:* -tion, -ing, -ed, pre-, in-, un-
- ▶ Stops reading at periods and pauses between sentences.
- ▶ Changes tone of voice when reading sentence with exclamation point.
- ▶ Uses many strategies for reading; considers meaning of story, structure of language, sound-symbol relationships, and illustrations.
- ▶ Self-corrects when reading.
- ▶ Reads and rereads to clarify meaning or confirm understanding of the text.
- ▶ Articulates strategies used to read. *Example:* "I knew it didn't make sense the first time I read it, so I went back and read it again to figure out the right word."

TOTAL POINTS

_____	_____	_____
-------	-------	-------



Phonics and Phonemic Awareness

.....▶ The knowledge of the sounds in words and the relationship between sounds and letters.

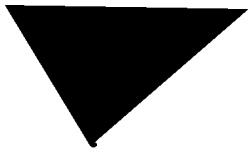
- 1 = Never
 - 2 = Sometimes
 - 3 = Frequently
 - 4 = Consistently
-

	Date:	Date:	Date:
▶ Knows consonant sounds.			
▶ Knows that a, e, i, o, u, and sometimes y are vowels.			
▶ Knows sounds of digraphs.			
▶ Knows sounds of consonant blends.			
▶ Knows short vowel word families. <i>Examples: at, an, ap, on, it, in</i>			
▶ Breaks words into syllables.			
▶ Looks for words within words when reading unknown words. <i>Example: "mat" in "matter"</i>			
▶ Substitutes or adds letters to make new words. <i>Example: When asked to take away the "t" in the word "tan," can the child say the word is "an"? Can the child put the "t" on "an" to make "ant"?</i>			
TOTAL POINTS			

Phonics and Phonemic Awareness
(continued)

List the short vowel sounds the student knows.

List the long vowel sounds the student knows.

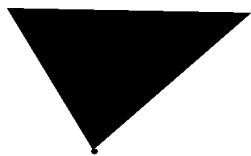


Listening Comprehension

.....→ The ability to use prior knowledge to make meaning of the text while listening to a story.

- 1 = Never
 - 2 = Sometimes
 - 3 = Frequently
 - 4 = Consistently
-

	Date:	Date:	Date:
▶ Gives reasons for predictions made about a story. <i>Example: "This book can't be true because people don't fly."</i>			
▶ Evaluates the accuracy of predictions, after the story is completed.			
▶ Recalls and retells story in sequence.			
▶ Expresses ideas about characters or events in the story.			
▶ Makes connections between book being listened to and other books.			
TOTAL POINTS	_____	_____	_____

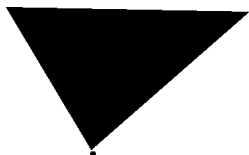


Reading Comprehension

.....▶ The ability to use prior knowledge to understand the meaning of written text.

- 1 = Never
- 2 = Sometimes
- 3 = Frequently
- 4 = Consistently

	Date:	Date:	Date:
▶ Discusses own ideas and opinions of the story.			
▶ Makes connections between personal experience and the characters or incidents in a book.			
▶ Makes connections between the book being read and other books.			
▶ Identifies the main ideas in a story or non-fiction book.			
▶ Retells the story, including details about characters, events, and setting.			
▶ Demonstrates awareness of sequence of events when retelling a story.			
TOTAL POINTS			



Writing

.....▶ The ability to express thoughts in written language.

- 1 = Never
 - 2 = Sometimes
 - 3 = Frequently
 - 4 = Consistently
-

Date:	Date:	Date:
--------------	--------------	--------------

Idea Development

- ▶ Chooses topics to write about and writes independently.

- ▶ Responds to story in written form, including details and opinions. *Example: "I like the book because it is about a girl."*

- ▶ Revises writing.

Organization of Writing

- ▶ Writes in sentences, using connectors. *Examples: then, and*

- ▶ Writes using book language. *Example: "Once upon a time"*

- ▶ Writes using repeated language patterns found in books. *Example: The cat is walking. The cat is running.*

continued on next page

Writing (continued)

- 1 = Never
- 2 = Sometimes
- 3 = Frequently
- 4 = Consistently

Date:	Date:	Date:
-------	-------	-------

Conventions of Writing

- ▶ Uses upper- and lowercase letters.

- ▶ Uses periods, question marks, and exclamation points.

- ▶ Leaves spaces between words.

- ▶ Rereads writing, notices and corrects sentences that don't make sense, catches some spelling errors.

Spelling When Writing

- ▶ Represents complete sound of a word when spelling independently. *Examples: "btafl"* – beautiful, "purrd" – purred

- ▶ Spells some words correctly when writing.

TOTAL POINTS

--	--	--